

DD / S REGISTRY

FILE

Training 6

18 December 1970

MEMORANDUM FOR THE RECORD:

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1. Discussed with Mr. this date the fact that certain items in ER 70-1685/8 have been addressed by the actions of Problem Solving Seminar #5.

2. In regard to the specific question Mr. Coffey posed on the routing slip (27 Nov 70), the Support Directorate in 1970 has enrolled 70 people in the Basic Supervision Course and 51 people in the one-week Management Course.

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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM: Director of Personnel 5E-56 Headquarters		EXTENSION <div style="border: 1px solid black; height: 20px; width: 50px; margin: 5px auto;"></div>	NO. DATE <div style="text-align: center; font-weight: bold; font-size: 1.2em;">17 AUG 1970</div>		
TO: (Officer designation, room number, and building)	DATE <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">RECEIVED</th> <th style="width: 50%;">FORWARDED</th> </tr> </table>	RECEIVED	FORWARDED	OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
RECEIVED	FORWARDED				
1. Deputy Director for Support 7D-18 Headquarters			<p>I found Hugh Cunningham's memorandum and its attachments most informative about our Supervision Course.</p> <p>It occurred to me that you might want to share this with the other Deputy Directors in view of Colonel White's memorandum to them dated 15 June 1970 on the subject of maximizing the abilities of young employees. I am attaching a copy of that memorandum which you recall was the end result of the Task Force study of this subject. I am referring specifically to paragraph five of Colonel White's memorandum.</p> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 150px; height: 40px; margin: 0 auto;"></div> <p>Robert S. Wattles Director of Personnel</p> </div> <p>Atts: ER 70-1685/8 DD/S 70-3137</p>		
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170-1685/81

15 JUN 1970

MEMORANDUM FOR: Deputy Director for Intelligence
Deputy Director for Plans
Deputy Director for Science and Technology
Deputy Director for Support

SUBJECT : Maximizing the Abilities of Young Employees

1. I should like to underscore some of the observations made during our recent discussion of the Task Force report on Agency procedures for determining the needs, utilization and development of young employees.

2. First, it was encouraging to note that in general Agency managers are aware of the need to maintain open communication with our young people and are concerned about their development and the contribution they can make to our overall mission. We must do all we can to foster this awareness and concern and to put to better use established procedures for developing younger talents.

3. It is essential that we continue to acquire a proper mix of young professional employees whether they be brought in through the Career Training Program mechanism or are hired directly by the several Career Services for specific jobs. Manpower ceiling restrictions must not be permitted to affect adversely a properly planned program against long-range needs for the recruitment and deployment of young employees. I have instructed the Director of Personnel to report to me instances where such restrictions appear to be limiting the necessary input of young professional people in any Agency component. I look to him to recommend to me means to resolve such problems.

4. A Notice will be issued shortly listing the membership of the Management Advisory Group. I agree that appropriate attention should be given to this Group and its activities throughout the Agency and suggest that you make arrangements to accomplish this through referrals to it at your Staff Meetings and subordinate Staff Meetings.

5. Our record of enrollment in the Office of Training one-week Supervision Course and the one-week Management Training Course must be improved. I would like each of you to discuss this matter with your senior managers and to urge them to take fuller advantage of these courses in ascending first-line supervisors and managers at the GS-11 to GS-14 grade levels to this training.

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6. From time-to-time, studies in the general area of personnel management will be brought to our attention. When deemed appropriate for a larger dissemination, I suggest that such studies be distributed at least among your immediate staffs and your office heads or division chiefs.

/s/ L. K. White

L. K. White
Executive Director-Comptroller

cc: Inspector General
General Counsel
Director of Personnel

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27 JUL 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Supervision Training

REFERENCE : DD/S Memo 70-2902, dtd. 15 Jul 70,
Subj: Supervision Course

1. In our opinion, the comments and thoughts expressed in referenced memorandum are right on target. We have long been aware of the points mentioned pertaining to employee dissatisfaction, and we have been striving to correct them through means of our Supervision Course. In the course, it is our aim to convey to the students what we consider to be the most meaningful and practical contributions of top behavioral scientists in the management field. In the motivation module, for example, we cover "job enrichment"; that is, the importance of restructuring jobs to make them more challenging and providing the employee with a greater feeling of accomplishment. The result, we hope, will be a more satisfied and better-motivated employee. Also covered in our Supervision training is the importance of opening up the channels of communications -- giving the subordinate a "piece of the action", so to speak, by involving him in the decision-making process and thus encouraging a greater commitment to the tasks and decisions. The importance of delegation of authority and the proper means of doing so also are covered.

2. So that you may have a more complete picture of the subject matter, I have attached as Tab A a copy of the most recent schedule of the Supervision Course. Indicated with asterisks are those segments cited in your memorandum which may be of particular interest to you at this time.

3. In the Supervision Course we are trying to give the students the tools they should use to be better supervisors. How much the

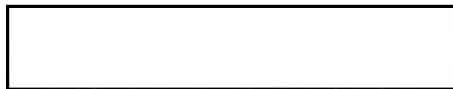
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students use these tools after they return to the job is dependent to a large degree on how their supervisors and office culture react to the newly learned techniques and practices of good management. Recognizing this as a problem, we are initiating the practice of sending two follow-up memorandums (Tabs B & C) to the supervisors of students taking the Supervision Course. The aim, of course, is to create a more favorable atmosphere and greater interest in the application of good managerial practices.

4. Although it appears that we are presently covering the points listed in your memorandum, we will make certain that they are re-emphasized in future runnings.

5. Your continuing interest in OTR management training programs is appreciated.



HUGH T. CUNNINGHAM
Director of Training

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Attachments:

As stated

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MONDAY

0845-0900 Introduction (Admin)

0900-1200 Special Assignments

0900-0910 Instructions-Special Assignment #1
0910-1020 Individual Work-Special Assignment #1
1020-1030 Break
1030-1040 Instructions-Special Assignment #2
1040-1130 Group Activity-Special Assignment #2
1130-1200 Reports/Course Introduction

1200-1300 Lunch

* 1300-1630 Communications

1300-1310 Instructions-Lunar Exercise
1310-1320 Individual Work
1320-1415 Team Activity
1415-1425 Individ. Action Checklist
1425-1440 Team Action Checklist
1440-1450 Discussion
1450-1505 Break
1505-1550 Lecture: Communications/Intra Group Commo
1550-1610 Film - Listen Please

TUESDAY

0830-0845 Reading Period

* 0845-1200 Motivation/Employee Development

0845-0900 Completion of Herzberg Questions

0900-1000 Lecture

1000-1015 Break

1015-1045 Film - Motivation Thru Job Enrichment

1045-1100 Discussion

1100-1130 Film - Understanding Motivation

1130-1200 Lecture/Discussion-Employee Development

1200-1300 Lunch

1300-1630 Problem Solving/Decision Making

1300-1330 Film - Boiler Scale

1330-1415 Lecture: Problem Solving/Decision Making

1415-1430 Break

1445-1545 Team Problem Selection

1545-1630 Team Action

WEDNESDAY

0830-0845	Reading
0845-1015	Problem Solving/Decision Making (Cont.)
0845-0915	Team Action
0915-1015	Reports/Discussion
1015-1030	Break
1030-1130	Perception
1030-1100	Lecture: Perception
1100-1130	Film: Eye of the Beholder
1130-1430	Supervisory Responsibilities
1130-1140	Instructions
1140-1200	Individual Work
1200-1300	Lunch
1300-1430	Supervisory Responsibilities (Cont.)
1300-1350	Group Activity
1350-1430	Reports
1430-1445	Break
* 1445-1600	Delegation
1445-1505	Film - <u>Delegation</u>
1505-1515	Individual Work
1515-1600	Group Activity
1600-1630	The Meredith Case - Part 1
1600-1605	Instructions
1605-1630	Individual Work

THURSDAY

0830-0845	Reading
0845-0910	Delegation (Cont.)
0845-0910	Team Reports
0910-1100	The Meredith Case - Part 1 (Cont.)
0910-1010	Team Activity
1010-1025	Break
1025-1100	Reports
* 1100-1610	Performance Appraisal
1100-1105	Instructions
1105-1120	Individual Work
1120-1200	Team Activity
1200-1300	Lunch
1300-1610	Performance Appraisal (Cont.)
1300-1330	Team Activity
1330-1400	Reports
1400-1415	Break
1415-1530	Lecture: Performance Appraisal
1530-1550	Film - <u>How Good is a Good Guy?</u>
1550-1610	Discussion
1610-1630	The Meredith Case - Part 2
1610-1630	Instructions & Indiv. Work

FRIDAY

0830-0845	Reading
0845-1100	Meredith Case - Part 2 (Cont.)
0845-1000	Team Activity
1000-1015	Break
1015-1100	Team Report
1100-1415	Conflict Management
1100-1110	Instructions
1110-1200	New Truck Dilemma
1200-1215	Discussion
1215-1315	Lunch
1315-1345	Film - <u>Bright Young Newcomer</u>
1345-1415	Discussion
1415-1430	Break
1430-1500	Creativity/Adaption to Change
1430-1500	Creativity/Adaption to Change
1500-1530	Course Wrap-Up
1530-1600	Student Critique Completion

This letter is sent to the immediate supervisors of the students shortly after they complete the course:

The primary purpose is to encourage a working environment which will allow the student to utilize what he has learned.

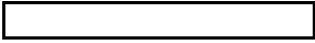
MEMORANDUM FOR:

SUBJECT : Supervision Training

1. We were pleased to have in the most recent running of the Supervision Course, and we appreciate your cooperation in making him available for the training.

2. As you know, the Supervision Course strives to increase the effectiveness of first-line supervisors -- and individuals about to become supervisors -- by acquainting them with the basic theories, practices, and techniques of good management. In addition to the theoretical aspects, considerable emphasis is placed on problems of a practical nature that are being encountered currently by Agency supervisors.

3. We believe that this approach, and the extensive opportunity for team and interpersonal discussions, provides participants with a sound basis for increasing their effectiveness as supervisors. This depends, of course, on whether or not they are afforded the opportunity to utilize what they have learned. In this context, we have found that some students hesitate to discuss with their supervisors the application of new approaches and techniques that the course may have stimulated in their minds. In these instances, the positive effects of the course can be multiplied if the supervisor takes the initiative and provides a supportive atmosphere for innovation. I'm sure can rely on you for continued support and encouragement.


Chief, Support School, OTR

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S E C R E T

This letter and attachment will be sent approximately 90 days after completion of the course.

MEMORANDUM FOR:

SUBJECT : Follow-up Questionnaire for Supervisors of
Students Taking the Supervision Course

1. The Management Training Faculty/Support School/Office of Training is attempting through a number of methods to continue to improve the effectiveness of its courses through better customer feedback. The information attainable from the attached questionnaire will be highly useful to us and we will appreciate it if you will take the three or four minutes required to fill it in. We realize, of course, that improvements in supervisory skills arise chiefly from job experience, guidance from the employee's supervisor, etc., and that training effects are usually and often not directly observable.

2. If you desire clarification concerning any question in the questionnaire or wish to comment, please call extension Any thoughts you may have about additional supervisory/managerial skills or additional changes which might be either introduced into or further emphasized in the course will be welcomed and given careful consideration.

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Chief, Support School
Office of Training

Attachment: As stated

S E C R E T

S E C R E T

MEMORANDUM FOR: Management Training Faculty/Support School/OTR
612 Magazine Building

SUBJECT : (Name)

1. Has there been any observable improvement in your employee's performance as a supervisor, which you feel attributable to the Supervision Course he completed?

☐ Yes ☐ No

(If the answer above is No, please sign at the bottom and return the form as addressed.)

2. If the answer to question 1 is yes, please fill in the appropriate blocks below. Skip any question that is "not applicable."

- a. Are those he supervises more positively motivated than before?

☐ Yes ☐ No

- b. Do you feel he communicates more effectively with his employees? (e.g. in providing instructions, encouraging feedback, counseling, etc.)

☐ Yes ☐ No

- c. Do you feel he communicates more effectively with you? (e.g. provides better feedback, requests clarification of instructions or policy guidance, etc.)

☐ Yes ☐ No

- d. Does he delegate more effectively?

☐ Yes ☐ No

- e. Does he manage his time more effectively?

- f. Does he deal more effectively in problems of employee development?

☐ Yes ☐ No

- g. Does he seem more aware of the importance of self-development?

☐ Yes ☐ No

- h. Have his decision-making/problem-solving skills increased?

☐ Yes ☐ No

- i. In those cases where, in your judgment, it would have been useful to involve appropriate employees in making decisions, has he done so increasingly and effectively?

☐ Yes ☐ No

- j. Has there been any increase in his ability to conduct performance appraisal interviews?

☐ Yes ☐ No

To make out PA reports?

☐ Yes ☐ No

- k. Do you feel he appreciates, to a greater degree, the full range of responsibilities a supervisor may potentially bear?

☐ Yes ☐ No

- l. Are there any observable benefits in either attitude or skills not covered above. If yes, please list them.

3. Please make any further comments or provide suggestions on the reverse side.

NAME _____

DATE _____

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DTR-5263

27 JUL 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Supervision Training

REFERENCE : DD/S Memo 70-2902, dtd. 15 Jul 70,
Subj: Supervision Course

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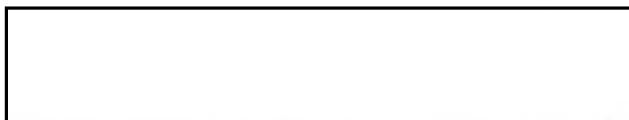
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HUGH T. CUNNINGHAM
Director of Training

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Attachments:
As stated

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REGISTRATION
Training 6

DD/S 70-2902

15 JUL 1970

MEMORANDUM FOR: Director of Training

ATTENTION : Mr. [REDACTED]

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SUBJECT : Supervision Course

1. During the course of a briefing on 9 July by [REDACTED] Office of Personnel, we discussed some of the problems relating to employee dissatisfaction and what might be done to alleviate some of these problems. Some of the points listed which would tend to make an employee's life more meaningful would be as follows:

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a. Delegation of authority to the employee in a specific measurable manner for which the employee would be held responsible.

b. Specify as clearly and concisely as possible the requirements of the job the employee is filling.

c. Communications between the supervisor and the employee of immediate problems and larger aspects of policy guidance.

d. Job redesign.

2. As regards the latter item of job redesign, it was general observation that there are two aspects to this: (a) the heavy roster of clerical responsibilities in a professional officer's job requirement, and (b) the fact that the jobs of many junior professionals encompass most of the dirty jobs of a given office with very little of the gratifying or more satisfying job responsibilities. [REDACTED] felt that supervisors could readily review the job requirements in their respective offices and redesign the jobs eliminating many of the clerical aspects and giving those to truly clerical positions where the clerical individual could make a meaningful

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use of these responsibilities. The second aspect would be a spreading around of some of the "dirty tasks" so that one or two people do not have them only, and by readjusting and seeing to it that everyone shares some of the good or more challenging tasks with a modicum of some of the less pleasant tasks; then general satisfaction would be achieved.

3. I do not know in detail the content of your Supervision Course but I ask your consideration of these thoughts in developing supervisor leadership qualities as part of your Supervision Course. You may already be covering some of this but, if not, the leads above are worthy of consideration. I would be pleased to hear your reaction to this proposal.

SIGNED R. L. Bannerman

R. L. Bannerman
Deputy Director
for Support

Distribution:

Orig & 1 - Addressee

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1 - DD/S chrono